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ABSTRACT

Supervising new counselors is a serious and important task; the quality of initial supervisory experiences on the development and competence of a counseling intern or new counseling professional may directly impact that individual's subsequent effectiveness with clients. With the increasing practicum/internship requirements recommended by the Council for Accreditation of Counseling and Related Educational Programs, the critical nature of the field experience becomes even further magnified. Surveys have indicated that most field supervisors have no formal training in supervision, and most have little contact with the intern's academic supervisor. A continuing challenge to counselor educators is the development of supervision training programs that could provide for the continuing education and development of practicing counselors in the areas necessary to prepare them as supervisors. There are a number of models available for supervision. Unfortunately, most of these are applied in training doctoral-level students; specific training in supervision methods is lacking in most work settings. The support of the agency director or administrator, an orientation to supervision, and an agreement for continued contact are three elements necessary to initiate a better relationship between the university and the field supervisors. (Three sets of recommendations are included which are designed to represent the viewpoints of the university professors, the field supervisors, and the student trainees.) (NB)

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Training Field Supervisors for Adult Counseling Situations

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Training Field Supervisors for Adult Counseling Situations

Supervising new (or nearly new) counselors is a serious and important task. The quality of initial supervisory experiences on the development and competence of a counseling intern or new counseling professional may directly impact that individual's subsequent effectiveness with clients. In addition, the quality of the supervisory experience can have a profound influence on the attitude of interns toward themselves, as well as toward the field of counseling in general. Initial supervisory experience is never forgotten. While much of the impact and influence of the supervisory experience depends on the professional (and personal) relationship developed during supervision, there are a variety of specific steps that could be taken to ensure even better learning experiences during initial counseling attempts.

Although the content of the remainder of this paper focuses on the specifics of the initial field practicum and internship experiences of university counselor trainees, much of the content of the discussion could easily be translated to fit the situation where supervision is involved in helping a new counselor to start a new counseling position.

With the increasing practicum/internship requirements recommended by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the critical nature of the field experiences becomes even further magnified. For example, over 38% of a 72 quarter hour master's program in counseling is now devoted to practicum and internship, and all but 8% of these hours involve direct supervision by field supervisors. If field supervision is anything less than competent, it might be possible

to be graduating a poorly-trained product.

Surveys have indicated that most field supervisors have no more than a master's degree, have no formal training in supervision, and tend to about three years of experience in the field (Hess & Hess, 1983; Holloway, 1982). It is probable that many supervisors received little or no supervision beyond their own internship which may likely have been about a semester in length. A recent survey by Hart and Falvey (1987) showed that while many agency supervisors invest considerable time and energy supervising interns, they have little contact with the concurrent academic supervisor. Fully 84% had no more than one contact per term with the campus supervisor. Given the relative infrequency of supervisor contact, the actual practice of supervision in agencies certainly cannot be well understood nor can the nature and quality of the internship experience be evaluated with any degree of confidence.

Although the needs, functions, and structures of agencies differs considerably depending on staff, clientele, and resources, the inclusion of interns as temporary staff members is beneficial to the delivery of services. The addition of an "eager new learner" to the agency's staff also provides the dedicated practitioner with an opportunity to help train the next generation of counselors.

A continued challenge to counselor educators is the development of supervision training programs that could provide for the continuing education and development of practicing

counselors in the areas necessary to be most effective as supervisors (Bernard, 1981; 1988). At present, despite the importance of supervision to all agencies and institutions, specific training in supervision methods (and, for that matter, specific efforts to evaluate supervisor competencies) is lacking in most work settings (Leddick & Bernard, 1980). Segrist & Nelson (1972) proposed a model to link together counselor educators and local schools for on-site supervision. More recently, Froehle (1985) proposed a marriage between the campus supervisor/scientist and the field supervisor/practitioner to assure access to a real world context for counselor training practices, including supervision.

As one might guess, there are number of models are available for supervision training. Unfortunately, most of these models are applied in training doctoral-level students. This group, as was pointed out earlier, does not usually include those who actually are providing the supervision in the field settings. Although each of the models of supervision that has been promoted over the past ten years does not have a direct teaching method associated with it, most do have direct implications for the training of effective supervisors. Although it is beyond the scope of this paper to discuss each model in depth, the reader is referred to the Handbook of Counseling Supervision, published by the Association for Counselor Education and Supervision (Borders & Leddick, 1987) as a source for an initial review of these models.

Although not inclusive of all the models, the various ways of looking at supervision have included contributions by Boyd (1978) [psychotherapeutic, behavioral, and integrative models], Bernard (1979) [the discrimination model of supervision], Curtis and Yager (1982) [systems supervision], Hart (1982) [personal growth, skill development, and integration models], Littrell, Lee-Borden, and Lorenz (1979) [a developmental model including counseling, teaching, consultation, and self-supervision], Loganbill, Hardy and Delworth (1982) [a complex developmental model of various supervisory issues with stages of stagnation, confusion, and integration relative to each issue], Stoltenberg (1981) [a developmental model including dependence on the supervisor, dependency/autonomy conflict, conditional dependency, and "master counselor"], Stoltenberg and Delworth (1987) [a textbook describing a developmental approach], and Yager and Littrell (1978) [teaching, counseling, and consultation models]. Each of these ways of understanding supervision could be presented, discussed, and practiced in a supervision training program. In fact, all of the above are addressed in the supervision class offered by one of the authors of this paper. (Some models are more easily adapted to role-plays in class; some are more suited to theoretical discussions.)

At the risk of being too simplistic, these various approaches to understanding (and teaching) supervision may be summarized in the following manner. Unlike early thinking on supervision, this process of teaching counselors their skills is

more than just counseling the trainee in the same manner that one counsels a client (e.g., Boyd, 1978; Yager & Littrell, 1978). A Rogerian supervisor, then, does not use the Rogerian facilitative conditions to accomplish the learning goals of supervision. Instead, supervision involves (a) "teaching of cognitive material and conceptualization," (b) "use of counseling skills to promote supervisee personal awareness and understanding," and (c) "an open exchange of ideas and approaches that combines consultation with mutual learning for both supervisor and supervisee on a nearly peer-to-peer level." Beyond this relatively simple conceptual understanding of the varying focus of supervision, recent supervision writing (e.g., Littrell, Lee-Borden, & Lorenz, 1979; Loganbill, Hardy, & Delworth, 1982; Stoltenberg, 1981; Stoltenberg & Delworth, 1987) has stressed that supervision occurs within a developmental perspective -- the beginning supervisee is looking for (and needing) much more cognitive instruction on basic issues; the very experienced supervisee is likely to desire a collaborative relationship which may look at very complex and difficult issues (e.g., professional ethics and values).

The Association for Counselor Education and Supervision (ACES) has long called for coursework in supervision in graduate program as well as continued supervision training. In fact, ACES has recently adopted standards for counselor supervision (ACES, 1989). A supervisor certification program is now under exploration with the National Board for Certified Counselors.

The recent issue of the ACES Spectrum indicates that "supervision of professional counseling is essential from the first moments of pre-service training to the continued practice of experienced counselors in all employment settings. (ACES, 1989, p. 7)" The advent of certification for supervisors is a welcome sign of likely future clarity in what a supervisor should have to serve best in the promotion of student learning. However, in the interim, many field supervisors will continue to function (for better or worse) without training. Their influence on each beginning counselor will have a profound and long lasting effects on the counseling profession for many years. The counseling profession cannot wait (a) for finalization of supervisor certification, (b) for the creation of the perfect supervisory training model, or (c) for the creation of preservice graduate courses in supervision. We must do whatever we can to improve the situation for ourselves and for our students now.

The following outline is intended to provide a suggested (although probably incomplete) overview of some of the basic elements necessary to initiate a better relationship between the university and field supervisors. These elements include: (a) the support of the agency director or administrator, (b) an orientation to supervision, and (c) an agreement for continued contact. What is proposed is a dual focus, first, on the direct coordination and cooperation of the two supervisors in the training of the counseling intern, and second, if needed, the direct training of the field supervisor in supervision theory and

methods.

I. Support of the Agency Director

It is essential that there be direct administrative approval and active support of a supervisory commitment by anyone in an agency or institution. Without such support, the field supervisor's efforts may well be undermined in a manner that makes the intern's learning impossible. Certainly, the agency will receive a great deal in exchange for the amount of supervision that is provided to the student, but such benefits may be overlooked if not spelled out clearly:

1. Interns can contribute greatly to the on-going counseling service by providing the agency an additional competent (although inexperienced) professional to see clients, run groups, or carry out research.
2. Staff counselors can be freed for other responsibilities such as research, grant preparation, or committee work.
3. Supervision adds variety to the counselors' everyday routine and can well be an important factor in the prevention of early counselor burnout.
4. On-going training and consultation with campus-based counselor educators (and, in fact, with the intern students themselves) serves to enhance the competence and professional growth of the agency counselor.
5. The possibility of collaborative research is increased through the contact between the academic department and the

agency counselor.

6. The status of supervisor and the contribution made to the growth and development of a beginning counselors can be both satisfying and invigorating.

II. Orientation to Supervision

With a single meeting or through a series of meetings, it is crucial that both the campus-based supervisor and the field supervisor discuss the needs, expectations, and procedures in the supervised experience. The university has the obligation to both the student and the field agency to state clearly in available literature what it expects to happen during the practicum and internship experiences (See Appendix B for sample forms). The more specific this information, the better. For example, if the university strongly desires that its students have experience in at least one on-going group counseling situation in addition to individual counseling, there should be a written university communication describing this expectation and this description should be available in all field sites before the start of any practicum experience.

An initial orientation meeting provides the opportunity to exchange views and establish a cooperative working relationship between the university and the field site that will benefit the academic department, the agency, the intern, and ultimately the client. The orientation meeting may focus on a variety of issues:

1. The purpose, functions, and needs of the agency, and the

academic requirements of the internship should be addressed.

2. Particularly if any one model is expected or desired, the type of supervisory approach and the supervisors' (both field and campus supervisors) theoretical orientations should be clarified. This is important so that potential student conflict and confusion can be avoided. (Certainly, with awareness, it is very possible that exposure to different theoretical persuasions could be beneficial to the student intern.)

3. Any need for supervision training can be identified. If potential supervisors have had little or no training, the offer of training can be made. It may be that the training of supervisors will occur on a one-time only basis.

Incentives for training could include "free" university credits for the supervision class and, eventually, such hours could help the agency counselor to gain the supervisory certification. Given on-going changes in responsibilities, alterations in the focus of the agency, and turnover of staff, some additional staff members may well be interested in supervisor training for quite some time, year after year. In general, however, the on-going amount of training for supervisors may be expected to decrease over time.

4. All evaluation instruments to be expected by either the field placement or by the university should be distributed and discussed at this initial meeting. Oftentimes these

evaluation forms (see Appendix A for sample evaluation forms) may help clarify expectations through the types of questions that are asked. Evaluations likely should be designed to assess (a) the supervisee's learning and skills, (b) the quality and learning value of the field site and field supervisor (Note: this type of evaluation should not be "sprung" on the field supervisor at the last minute), and (c) the quality of the university support and classroom component of the practicum/internship.

5. Information about the intern can be shared during the orientation. In order to make the most appropriate service assignment to a supervisee, the supervisor needs to know as much specific information as possible about that student's present level of counseling skills. All interns are not created equal, and the supervisor must have an idea of the level of development of the intern, especially in regard to relationship, process, and conceptualization skills. This information should be available to the campus supervisor through coursework, pre-practicum and laboratory practicum training. (This is information often neglected in our present practica arrangements.)

III. Agreement for Continued Contact

The provision of continued contact between the campus supervisor and the field supervisor is the key ingredient to making the internship experience a cohesive and successful one. Without this contact, it is not possible for one hand to know

what the other is doing. Campus supervisors are responsible for certifying competence through the awarding of the degree, but, without direct and continued involvement in the internship, it is difficult for them to judge how well students have transferred their classroom learning to the actual practice of counseling. An agreement should exist wherein a minimum of three meetings (a "meeting" in this context might not involve a face-to-face discussion -- in some cases, it would be necessary to accomplish these communications through telephone contacts) will take place between the academic supervisor and the field supervisor.

1. The first meeting may also be the "Orientation to Supervision Meeting" that was discussed above. This meeting may focus on practical matters such the course requirements for the intern, the general content and process issues involved in supervision, the logistics of the agency, evaluation procedures and deadlines for both the intern and the agency supervisor, and the establishment of dates for up-coming meetings. Shortly after this meeting, the student and the agency should complete the "negotiation" of a contract on the activities of that student during the field experience. This specific contract is necessary because there will always be some individualization of expectations beyond the overall requirements specified by the university.
2. The second meeting may focus on the progress and/or problems regarding the intern's experience in the agency. Goals and requirements may be reviewed and, if necessary,

revised. If the supervisor is also in training, progress and problems may also be examined.

3. The third meeting will focus on evaluation: of the intern, of the supervisor, of the campus liaison, and of the internship agency. Recommendations for the continued development of the intern may be suggested (e.g. taking advantage of certain strengths and overcoming particular weaknesses, additional supervision, or the possibility of personal counseling for the intern). Suggestions for further training for the field supervisor may also be reviewed as this time. In addition to the evaluations, plans for future placements for other interns should be discussed at this meeting.

Recommendations

Below are three sets of recommendations that are designed to represent the viewpoints of the three primary groups affected by the possibilities of "less than satisfactory" learning experiences during practica and internships: the university professors, the field supervisors, and the student trainees.

The University Counseling Professors

1. Because we are very concerned that our students receive the very best learning experience possible, we would like all field supervisors who work with our trainees to have completed the equivalent of a one-term course on counseling supervision. Competence as a counselor and experience doing supervision do not guarantee that the individual is skilled

and knowledgeable in the variety of approaches that are important to effective supervision.

2. We recommend that all field supervisors know that we should be contacted immediately if any questions or problems arise concerning the effectiveness of our students. It does not help us to find out six weeks later that a supervisee had behaved unethically or had been missing appointments. Our students directly reflect on our academic program, and, if the reflection is bad, we want to know about it immediately so that we can deal with it.

3. Although this recommendation may be impossible to accomplish, we would very much like to accomplish the establishment of an on-going supervision group of field supervisors. Although this would be beyond the initial supervisor training, it would provide a continuing forum for discussions of supervision issues on an informal basis. Difficulties with supervisee (from the university or elsewhere) could be presented, discussed, role-played, and, hopefully, resolved in about two hours every month.

The Field Supervisors

1. We would benefit from the expertise of counselor educators in the areas of consultation and supervision. Provide this type of training at times that are convenient to our schedules, without excessive cost, and we will come to learn those skills. (But, please don't make these training sessions boring lecture presentations: remember

that we are highly experienced and competent individuals who would really like to "get to the meat of the topics" and see the practical usefulness of the information as soon as possible.

2. We really want an orientation to the academic expectations, to the supervisory expectations, and to the interns themselves. Don't drop off a new group of interns every term without any clarity about what they should learn or what they already know.

3. We need to be consulted with on a regular basis so that the internship doesn't become a disjointed or isolated experience for the student intern.

4. Continued education is necessary if we are to reach our potential as counselors and supervisors. We rely on the university to help us in this regard long after graduation from our own master's program.

The Student Trainees

1. Please do not allow us to get caught in the middle between two disparate sources of information and supervision. We do not wish to have to decide for myself whether the "ivory tower" folks or the "grass roots" counselors are really correct about the way to approach counseling and deliver services. We recognize that there are differences of viewpoint between highly competent counselors, but we do not feel it is necessary to carry out a competition about "who is more right than others."

2. If our campus supervisors are better at providing a positive learning relationship, we certainly want those people influencing our field supervisors as much as possible. Likewise, if our field supervisors are very effective models and teachers, we want our campus supervisors to learn from them. Essentially, we need both sets of supervisors to continue to communicate openly and often about supervision (and, even, about us).

3. Please do not give us assignments to supervisors in the field who have, by past experience, proven unavailable to meet for supervision or who have demonstrated incompetence either as a counselor or as a supervisor. If the university is serious about evaluating the quality of the field site, then pay close attention to the feedback you receive in placing students in the future. Nothing is more frustrating than to find out after beginning a practicum that earlier students have consistently found it a poor location for learning.

In summary, we must all continue to make every effort to maintain the best communication possible between ourselves and the variety of other counselors who share our interests in developing the very best counselors possible in the future.

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Appendix A

Sample Instruments for Evaluation of the
Practicum/Internship Experience

University of Cincinnati
COUNSELING FIELD EXPERIENCE
Counselor Trainee Evaluation

Return to:

Geoffrey G. Yager
Department of School Psychology and Counseling
University of Cincinnati
Cincinnati, OH 45221-0002

Date: _____

Trainee: _____

Trainee Level: Doctoral _____ Masters _____

Type of Field Experience: Internship _____ Practicum _____

Location of Field Experience: _____

Hrs./Week at Agency: _____

Supervisor Name and Address: _____

Directions: Please rate the counselor trainee by circling the rating that best represents the trainee's knowledge, skills, attitudes, or performance. This evaluation will be most useful to the trainee if the supervisor and trainee will meet to discuss the rationales for the variety of evaluations given. Please use the following scale:

- [N] = Not observed or not applicable
 - [1] = Needs considerable improvement
 - [2] = Needs minimal improvement
 - [3] = Acceptable professional performance
 - [4] = Superior professional performance
-

1. **WORK HABITS:**

Dependability, promptness, efficiency N 1 2 3 4

2. **PROFESSIONAL SKILLS:**

A. Empathy and understanding -- ability to N 1 2 3 4
establish and maintain good counseling
relationships; ability to communicate warmth and
understanding

- B. Objectivity -- ability to preceive both a client's strengths and weaknesses N 1 2 3 4
- C. Information Collection -- ability to collect and integrate the variety of information necessary for problem solving with a client N 1 2 3 4
- D. Conceptualization -- ability to gain insight into the client; maintaining a reasonable conceptual understanding of the nature of and development of the client's problems and concerns N 1 2 3 4
- E. Strategy Selection and Implementation -- ability to aid the client to develop and carry out methods of change in undesired behaviors N 1 2 3 4
- F. Case Recording -- ability to write succinct, yet complete, case notes on clients N 1 2 3 4
- G. Initiative -- ability to identify the variety of tasks that need to be accomplished by a counselor in this agency and the ability to follow through on these tasks N 1 2 3 4
- H. Overall evaluation -- overall effectiveness in dealing with clients during this field experience N 1 2 3 4

3. PERSONAL ADJUSTMENT:

- A. Understanding and acceptance of self N 1 2 3 4
- B. Understanding and acceptance of others N 1 2 3 4
- C. Effectivess of interaction with peers and supervisors N 1 2 3 4

4. Have you reviewed this evaluation with the counselor trainee?

Yes _____ No _____

5. In the space below, please write any additional comments that you wish to make.

Signature _____ Date _____

University of Cincinnati

INTERNSHIP IN COUNSELING

Counselor Trainee Evaluation

Return to:

Geoffrey G. Yager
Department of School Psychology and Counseling
University of Cincinnati
Cincinnati, OH 45221-0002

Date: _____

Trainee: _____

Trainee Level: Doctoral _____ Masters _____

Internship Location: _____

Hrs./Week at Agency: _____

Supervisor Name and Address: _____

Directions: Please rate the counselor trainee by circling the rating that best represents the trainee's knowledge, skills, attitudes, or performance. This evaluation will be of most use to the trainee if the supervisor and trainee will meet to discuss the rationales for the variety of evaluations given. Please use the following scale:

- [N] = Not observed or not applicable
[1] = Needs considerable improvement
[2] = Needs minimal improvement
[3] = Acceptable professional performance
[4] = Superior professional performance

Relationship with the Supervisor

- | | |
|--|-----------|
| 1. Involvement and seriousness of purpose. | N 1 2 3 4 |
| 2. Use of supervision to further personal and professional growth. | N 1 2 3 4 |
| 3. Hearing and understanding the supervisor's feedback during supervision. | N 1 2 3 4 |
| 4. Awareness of one's own strengths and skills. | N 1 2 3 4 |
| 5. Communication of thoughts and feelings during supervision. | N 1 2 3 4 |

Relationship with the Supervisor (continued)

6. Awareness of weaknesses and deficiencies. N 1 2 3 4

Counseling Relationships

7. Establishing rapport with the counselee. N 1 2 3 4
8. Empathy for the counselee and sensitivity to counselee feelings. N 1 2 3 4
9. Permitting counselee expression. N 1 2 3 4
10. Facilitation of counselee expression. N 1 2 3 4
11. Focusing on the content or problem of the counselee. N 1 2 3 4
12. Focusing on the person. N 1 2 3 4
13. Initiating a working relationship. N 1 2 3 4
14. Communicating acceptance. N 1 2 3 4
15. Communicating understanding. N 1 2 3 4

Assessment

16. Selecting appropriate assessment strategies and/or instruments. N 1 2 3 4
17. Organizing case material. N 1 2 3 4
18. Recognizing discrepancies and the meaning of inconsistent information. N 1 2 3 4
19. Stating a conceptualization of the counselee's problem and providing a rationale for the formulation. N 1 2 3 4

Goal Setting

20. Defining appropriate long term counseling goals. N 1 2 3 4
21. Setting appropriate short term counseling goals. N 1 2 3 4
22. Arriving at mutually satisfactory goals with the client. N 1 2 3 4

Strategy Selection

- | | | |
|-----|---|-----------|
| 23. | Considering various kinds of counseling approaches. | N 1 2 3 4 |
| 24. | Awareness of counselee readiness for change. | N 1 2 3 4 |
| 25. | Articulating and providing rationale for treatment plans. | N 1 2 3 4 |

Implementation

- | | | |
|-----|--|-----------|
| 26. | Using appropriate structure in counseling. | N 1 2 3 4 |
| 27. | Recognizing and dealing appropriately with counselee affect. | N 1 2 3 4 |
| 28. | Judgment of timing and pacing of interventions during counseling interviews. | N 1 2 3 4 |
| 29. | Perceiving the nature and significance of the counseling process accurately. | N 1 2 3 4 |
| 30. | Focusing on specific goals or specific counselee behaviors. | N 1 2 3 4 |

Record Keeping

- | | | |
|-----|--|-----------|
| 31. | Writing concise diagnostic reports. | N 1 2 3 4 |
| 32. | Writing concise progress notes. | N 1 2 3 4 |
| 33. | Writing concise termination summaries. | N 1 2 3 4 |
| 34. | Keeping all required records up to date. | N 1 2 3 4 |

Summary

What do you feel is this trainee's potential as a counselor?

Counselor Trainee Evaluation
Doctoral Internship

Page 4

What important gains did you see this trainee making over the course of the year of internship?

What aspects of counseling should this trainee focus upon during the next year or two of experience?

SIGNATURES:

Supervisor	_____	Supervisee	_____
Date	_____	Date	_____

University of Cincinnati

EVALUATION OF FIELD PLACEMENT SITE

Date: _____

Name of Field Site: _____

Address: _____

Telephone: _____

Managerial Head of the Field Site: _____

Your Immediate Supervisor: _____

Title of Your Immed. Suprv.: _____

Summarize the academic/experiential preparation of your supervisor:

Evaluation:

(Circle the number on the scale to indicate your impressions of the experience you received while a student counselor at this site.)

A. Orientation

How adequate was the orientation you received concerning the organization and their expectations of you?

Poor -> Outstanding

1 2 3 4 5 6 7

B. Staff Contact:

To what extent were attempts made to socialize you and to make you feel a part of the counseling staff?

Poor -> Outstanding

1 2 3 4 5 6 7

C. Client Contacts:

1. What percentage of your time was spent directly in service functions (i.e., counseling clients)?

_____ %

2. What percentage of your time was spent in the preparation for service functions (i.e., case write-ups, planning, supervision, discussions, etc.)?

_____ %

Placement Evaluation

Page 6

3. How much variety of client exposure did you encounter in this setting? Were you able to see a range of differing client problems?

None <VARIETY> Wide
1 2 3 4 5 6 7

D. Other Professional Activities

State the percentage of your time in each of the following professional activities:

(a) Coordinating services	_____ %
(b) Staff meetings	_____ %
(c) Field visits	_____ %
(d) Job Development and Placement	_____ %
(e) Assessments	_____ %
(e) Other _____	_____ %

E. Supervision

1. Do you feel that you received adequate and timely supervision of your work?

Poor -> Outstanding
1 2 3 4 5 6 7

2. What was the quality of the supervision you received?

Poor -> Outstanding
1 2 3 4 5 6 7

3. What types of supervision did you receive?

() Interview/disc.
() Live Observ.
() Audio recording
() Video recording
() Other _____

F. Support

1. How would you describe the agency accommodations available to you (e.g., office space, telephone, access to files)?

Poor -> Outstanding
1 2 3 4 5 6 7

2. How would you describe the availability and assistance of the clerical support staff?

Poor -> Outstanding
1 2 3 4 5 6 7

3. If appropriate, was there adequate equipment (e.g., audio recorders, video cameras) provided for your use?

Poor -> Outstanding
1 2 3 4 5 6 7

G. Summary

1. How would you rate your overall experience?

Poor -> Outstanding
1 2 3 4 5 6 7

2. Would you recommend this organization to other counselor trainees as a field experience site?

Clearly NO ? Certainly YES
1 2 3 4 5 6 7

Comments (Please add any specific comments that were not covered in the responses given previously.):

Appendix B

Sample Descriptions of Field Practicum and Internships

University of Cincinnati
Counseling Program

COUNSELING PRACTICUM II
GUIDELINES

18-213-887

Goals

1. To enable trainees to gain supervised field experience as a counselor
2. To enhance trainee competencies as a helper
3. To assist trainees in developing a working knowledge of the professional roles, responsibilities, services, and ethics of counseling

Counseling Competencies

Competencies to be developed in counseling practica may include individual and group personal, career and academic counseling; group education and training; educational advising and career planning; program development; consultation and research. These competencies can occur within a remedial, developmental, preventive, or educational framework.

Nature of Involvement

A counseling practicum should be based primarily on the helping relationship between the trainee and client(s). Indirect helping relationships may, at times, be appropriate (e.g., consultation, action research, program development), but these should not constitute the entire activity of the practicum student. Clerical and secretarial tasks may be a part of the practicum experience only when necessary to support the appropriate helping relationships, and this should only occur when the same functions would be performed by full-time professionals in that field site.

Setting

Legitimate practicum sites for counseling trainees may be found in a wide range of educational, mental health, rehabilitation and related agencies. Any participating agency will specifically contract with the Counseling Program (through the individual trainee) to provide the appropriate counseling and supervisory experiences.

On-site and Faculty Supervision Arrangements

Ideally, a counseling practicum class would consist of no more than ten students under the direction of one faculty member with the aid of one or two advanced-level supervisors (i.e., doctoral trainees, second year masters students, and/or graduate assistants). The practicum students are supervised weekly in group sessions on campus (two and one-half hours per week), and they

receive individual supervision on campus, with direct review of their audiotaped counseling sessions, at least five times per quarter (total = 5 hours/term). These same students are expected to receive professional supervision for one hour a week at their practicum sites. Since there is joint supervision of these students, effective communication between university and on-site supervisors is very necessary. If there is any question or concern about the communication, it is the responsibility of the concerned supervisor to contact his/her counterpart.

Each practicum trainee will be expected to develop a formal "practicum contract" with both supervisors (i.e., university and on-site supervisors). Although this contract need not follow any specific format, it should contain clearly specified expectations of the student, the supervisors, and the agency/institution. It should detail the student's personal learning objectives and expected activities. This contract should also address the plan for evaluation of the student's accomplishments, in both a formative and summative fashion.

Time Requirements

The practicum requires an average of 8 clock hours per week beyond those hours spent during the campus class/seminar. Approximately three fourths of the time on site, should be spent in direct client contact and/or in preparation and evaluation of this client contact. In addition, an average of one clock hour of individual on-site supervision and at least one half hour of individual (or small group -- two to four students) university supervision should occur per week.

Evaluation

As mentioned above, the "contract" will assist in evaluating a student's performance. This performance evaluation should be arrived at through an assessment provided by the practicum student, the on-site supervisor, and the faculty supervisor. Although evaluation materials, such as rating forms, will be provided by the Counseling Program for this purpose, the training site personnel may wish to develop further evaluation instruments to augment the university's forms. In addition to evaluations of student performance, the practicum training site itself will be assessed by the student for its capacity to provide a satisfactory training experience. The university professor in charge of teaching the practicum class will make at least one direct contact with each practicum site before the end of the term. If this one contact is insufficient to deal with practicum-related issues, the on-site supervisor should contact the university (556-3335), and the program secretary will arrange to have the university instructor communicate with the site immediately.

On-site Supervisor Qualifications

On-site supervisors should be experienced, capable practitioners who have been qualified for their work by both experience and academic training. They should be interested, competent, and motivated supervisors who have a commitment to the development of appropriate counseling skills in others. They also must have the time available to commit a minimum of one hour per week to supervision of the masters trainee.

University of Cincinnati
Counseling Program

COUNSELING INTERNSHIP
GUIDELINES

18-213-888

Goals

1. To enable interns to gain supervised experience as helper of clients.
2. To enhance intern competencies as a helper.
3. To assist interns in developing a working knowledge of the professional roles, responsibilities, services, and ethics in counseling. Each of these issues, of course, should be addressed as appropriate for the type of counseling that is central to that placement site.
4. To increase intern working knowledge of the agency and of a staff member's role in that agency.
5. To increase the intern's working knowledge of the counseling context represented by the field agency.

Counseling Competencies

Competencies to be developed in counseling internships could include individual and group personal, career and academic counseling; training; educational advising; program development; consultation; and research. These competencies can occur within a remedial, developmental, preventive, or educational framework.

Nature of Involvement

A counseling internship should be based generally on the helping relationship between intern and client(s). Indirect helping relationship functions may, at times, be appropriate (e.g., consultation, action research, program development), but these should not constitute the entire activity of the intern student. Clerical and secretarial tasks may be a part of the internship experience only when necessary to support the appropriate helping relationships, and this should only occur when the same functions would be performed by full-time professionals in that field site.

Important for an internship is that the intern obtains a supervised work experience, thus moving beyond the practicum emphasis on professional functions. Thus, the intern would be expected to participate fully in the range of normal work activities in the agency, including attending meetings, writing reports, handling crises, and other such situations.

Additionally, an intern (as compared with a practicum trainee) would be expected to gain greater breadth of supervised experience relating to intervention delivery, including such functions as planning, organizing, training, supervising, and evaluating. Opportunities for cross-agency cooperative involvement would be desirable, when feasible. Implicit in this

discussion of intern versus practicum trainee experiences is the greater functional autonomy associated with the intern, coupled with more developmentally complex supervisory requirements.

Settings

Legitimate internships and sites for counseling trainees may be found in a wide range of educational, mental health, and related agencies. Any participating agency will specifically contract with the Counseling program and with the student to provide the appropriate training and supervisory experiences.

On Site/Faculty Supervision Arrangement

Ideally, a counseling internship class would consist of no more than six students under the direction of one faculty member. These students could be dispersed in a variety of internship sites where, as interns, they would be under the on-site supervision of a qualified staff member of the agency. The on-site supervisor would devote at least one hour per week of individual, professional supervision to each intern. In addition, the interns would meet once per week (for two and a half hours per meeting) as students in an internship class guided by the counseling faculty member. Effective communication between on-site and faculty supervisors is crucial. If there is any question or concern about the communication, it is the responsibility of the concerned supervisor to contact his/her counterpart.

Each intern will be expected to develop an "internship contract" with both supervisors (i.e., the university and field supervisors). Although this contract need not follow any specific format, it should contain clearly specified expectations of the student, the supervisors, and the agency/institution. It should detail the student's personal learning objectives and expected activities. This contract should also address the plan for evaluation of the student's accomplishments, in both a formative and summative fashion.

Time Requirements

The internship requires a 12 clock hour per week beyond those hours spent during the campus class/seminar. Approximately 3/4 of the time on site should be spent in direct client contact and/or in preparation and evaluation of this client contact. In addition, an average of one to two clock hours of individual on-site supervision and two clock hours of internship class should occur.

Evaluation

As mentioned above, the "contract" will assist in evaluating a student's performance. This performance evaluation should be

arrived at through assessments provided by the intern trainee, the on-site supervisor, and the faculty supervisor. Although evaluation materials, such as rating forms, will be provided by the Counseling Program for this purpose, the training site personnel may wish to develop further evaluation instruments to augment the university's forms. In addition to evaluations of student performance, the practicum training site itself will be assessed by the student for its capacity to provide a satisfactory training experience. The university professor in charge of teaching the internship class will make at least three direct contacts with each intern site before the end of the term. If these contacts are insufficient to deal with internship-related issues, the on-site supervisor should contact the university (556-3335), and the program secretary will arrange to have the university instructor communicate with the site immediately.

On-Site Supervisor Qualifications

On-site supervisors should be experienced, capable practitioners who have been qualified for their work by both experience and academic training. They should be interested, competent, and motivated supervisors who have a commitment to the development of appropriate counseling skills in others. They also must have the time available to commit a minimum of one hour per week to supervision of the intern.